

## THE EFFECTIVENESS OF *HOT SEAT GAME* ON STUDENTS' VOCABULARY MASTERY

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### **Abstract**

*This research was conducted to find out the effectiveness of Hot Seat game in learning vocabulary to the ninth grade students of SMPN 14 Pontianak in academic year 2018/2019. In doing this research, the researcher used pre-experimental study in one group pre-test and post-test design. The sample consisted of 34 students who were chosen by using cluster random sampling. The data had been collected by using measurement technique. Based on the research findings, the mean score of students' pre-test was 48.49 which was considered as "poor", while the post-test was 73.98 which was considered as "average to good". The  $t_{ratio}$  (10.53) was bigger than  $t_{critical}$  (2.035) by degree of freedom 33. It meant that the null hypothesis ( $H_0$ ) was rejected, while alternative hypothesis ( $H_a$ ) was accepted. The effect size of the treatment was 1.76 which was considered as strong effect size. It can be concluded that Hot Seat game affects significantly the students' vocabulary mastery. The researcher recommends the teacher to use this technique as a variation in teaching process, especially in teaching vocabulary.*

**Keywords:** *Hot Seat game, Vocabulary mastery*

### **BACKGROUND**

One of the most important skills necessary for teaching and learning a foreign language is vocabulary. It is the main tool for the students in their attempt to use English effectively. Students are expected to master the vocabulary in order to communicate in English and organize the words into clauses or sentences. According to Neuman and Dwyer (2009, p.385), "Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Therefore, it can be concluded that vocabulary is used not only for speaking, but also for listening. If students are able to speak, but unable to listen well, it may cause confusion between students. As the consequence, the conversation and discussion are not effective. Furthermore, vocabulary mastery is needed not only to understand

what other people say but also to express the ideas. It is supported by Ur (1996, p.60) "Vocabulary is one important thing to be taught in learning foreign language because someone will be impossible to speak up without variety of words". The basic four skills namely listening, speaking, reading and writing need vocabulary mastery as well. That is the reason why teaching vocabulary is very important to enhance students' capability in those skills. However, teaching the vocabulary is not easy as well.

Most of the students in Indonesia tend to be unmotivated when they are going to have an English class. According to Lamb (as cited in Astuti, 2015), Students' motivation in Indonesia to learn English tends to be diminished by school factors. First, the class is dominated by the teacher. According to Oyebola (2014, p.32), "Teacher-centered instruction can be boring for students. Their

minds may wander, and they may miss important facts". Furthermore, Kusumaningrum (2016) states that the teacher-centered is ineffective, it is the way of teaching which usually occurs in class in which the teacher merely transfers knowledge without considering students' attention span. Second, the students do not have opportunity to develop their communicative. Oyebola (2014) further says that when the class is dominated by teacher the class participation will be minimal and students may not have frequent opportunities to express their points of view. The last, teacher style in teaching is monotonous. The teacher does the same thing in every meeting. Those strategies make low motivation for students during the class.

Because the strategies of teaching will influence the students' motivation in learning English, especially in order to improve their vocabulary mastery, teacher needs to have various types of teaching. The researcher used the game in teaching vocabulary on the consideration that it can facilitate the teacher to arouse the attention and improve the motivation of the students to master the vocabulary. Huyen and Nga (2003, p.6) state that games are useful and effective tools that should be applied in vocabulary classes. Besides, the use of vocabulary is a way to make the lessons more interesting, enjoyable and effective. The researcher concludes that in facilitating students' motivation and confidence by doing actions during game playing, it will make students easier to acquire vocabulary more quickly. Jiang et al (as cited in Wang, Shang & Briody, 2011, p.129) have pointed out that games are useful for students to get involved in their learning of English since games can strengthen students' motivation and self-confidence. It means that the games give motivation to students in learning vocabulary, so it will influence to the quality of students' vocabulary mastery.

Previous research conducted by Elnada (2015) at Al-Azhar University-Gaza about 'Hot Seating strategy' where the focus of previous research was for student-teachers

who enrolled in the conversation and practicum courses. Elnada used the technique to enhance student-teachers' speaking skills. Another research was conducted by Utami (2015), she studied 'the Effectiveness of Hot Seat Game for Teaching Vocabulary' where is noun as the focus of vocabulary taught. Eventhough, there has been research related to hot seat game, there is still scarce research on it, particularly in SMP N 14 Pontianak. This research was conducted in order to know whether this game is effective for the students' vocabulary mastery in Junior High School. To be more focused, this research covered one part of speech only, that is verb. This is because the verb is the most important element in the report text which is used to describe the object condition or situation. Wegner (2017) says that "Verbs are a very important part of speech because without them a sentence cannot exist." The student should know the verb to comprehend the information in report texts. This research focused on teaching verb, especially the verbs were functioned as content words that are contained in report texts about animals.

The researcher chose the ninth grade students of Junior High School because the researcher's hypothesis is that students already have enough basic vocabulary or they have learned verbs from previous class. Curriculum 2013 is the current curriculum used in junior high school, particularly in SMP N 14 Pontianak. It does not have a special part which focuses on teaching vocabulary. However, it provides vocabulary learning by themes. For instance, in the material of report text, it contains many verbs that must be taught by the teacher to make students understand more about the text, especially on the ninth grade students.

This research was conducted by using pre-experimental study. The researcher tried to find out the effectiveness of using Hot Seat game on students' vocabulary mastery. In the previous research conducted by Utami (2015), it was found that Hot Seat game had been proven effective in teaching vocabulary at SMP Negeri 3 Purwokerto. The researcher intended to find out whether this was also

effective to be applied in SMP Negeri 14 Pontianak with students who have different conditions. Based on the researcher's experience while teaching in SMP Negeri 14 Pontianak, the students have limited vocabulary. Therefore, the researcher was interested in finding an alternative way for teacher to enrich students' vocabulary mastery.

## METHOD

In carrying out this research, the researcher applied pre-experimental research method because the researcher wants to find out the effectiveness of Hot Seat game on students' vocabulary mastery. Butler (1985, p.65) states that "Experimental studies are those in which the investigator deliberately manipulates some factors or circumstances in order to test the effect on some other phenomenon". The form used of this method is one group pre-test and post-test design.

T1	X	T2
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**Figure 1. One Group Pretest-Posttest Design**

Notes:

T1: Pre-Test

X: Treatment

T2: Post-Test

First, the teacher gave the pre-test before the lesson began to measure the students' knowledge of the material that be taught. Then, the teacher used Hot Seat game to teach the students about verbs in report texts related to animals. The last, the teacher gave the post-test to measure the effectiveness of teaching vocabulary using Hot Seat game. Pre-Test and Post-Test are the same in form as well as its content but the time and the aim are different.

The population of this research was the ninth grade students of SMPN 14 Pontianak in academic year 2018/2019, which consists of 351 students of nine classes. 165 students are female and 186 students are male. In this

research, the researcher chose the sample for this research through cluster random sampling. In this technique, each class has an equal chance of being chosen in this case. The researcher chose the ninth grade students of class I in SMPN 14 Pontianak located on Jl.Tani, which consists of 38 students as the sample of the research by lottery.

In this research, the researcher used measurement technique that is through pre-test and post-test. Pre-test is to measure students' vocabulary mastery score before the treatment and post-test to measure students' vocabulary mastery score after the treatment. The measurement technique in this research is multiple choices test. The result both pre-test and post-test measured by t-test. The test was in form of objectives or multiple choices. The test consists of 30 items that manageable for this level of junior high school. All of the items covered the verbs that contained in information report text about animals.

The good test is the test that has been recommended and included in the assessment category. Brown (2004, p.19) states that "The test is effective and can be applied if possessed two qualities, i.e. reliability and validity". The researcher tested the instrument by using the following criteria:

### Validity

Validity is a measurement which shows the grades of number of an instrument. Arikunto (2002, p.144) states that a valid instrument must have high validity, it means that an instrument which lacks validity is said to be invalid instrument. An instrument is called a valid one when it can measure something which is wanted by uncovering the variable studied exactly. The method used in measuring the validation of the instrument is called content validity. According to Arikunto (1992), a test can be called a measurement test when it measures the special purpose which is equal with the material or content given. The specification of items to measure the content validity is appropriate or not in vocabulary test by Arikunto (2006, p.196), could be seen on the table 1.

**Table 1. Specification of Vocabulary Test**

Test items	Number of items	Total
The verbs were functioned as content words in report texts about animals.	1 to 30	30
The total number		30

**Reliability**

Frankel (1990) states that reliability is the consistency of score obtained. A reliable test is consistent and dependable. Thus, if the students are given the same test on two different occasions, the test should yield similar result and the more similar the scores are, the more reliable the test is. The researcher did the 'try out' of the test to the other time and respondents. The researcher chose class H as the respondents by lottery. In this test, the researcher provides the formula from Kuder Richardson (KR21) in order to know the reliability of the test. The formula is adapted from Kubiszyn and Borich (2007) as follows:

$$KR_{21} = \left( \frac{K}{K-1} \right) \left( 1 - \frac{M(K-M)}{K(SD)^2} \right)$$

$$SD = \sqrt{\frac{\sum X^2 - \left[ \frac{(\sum X)^2}{N} \right]}{N-1}}$$

Legends:

KR21 = Reliability Coefficient

K = Number of Items

M = Mean of Test Scores

SD = Standard Deviation of the Test Scores

N = The total Number of Students

$\sum X^2$  = Total Sum of the Squared

$\sum X$  = Total Sum of the Scores

Classification of reliability coefficient of the test score classified into the following classification as adapted from Sugiyono (2007) as follows:

**Table 2. Reliability coefficient of the Test Score**

Coefficient	Reliability of the Test
0,00-0,9	Negligible
0,20-0,39	Low
0,40-0,59	Moderate
0,60-0,79	Substantial
0,80-1,0	High to very high

The reliability coefficient of the test was 0.77. It was considered to "substantial" classification based on criteria of the reliability.

**Level of difficulty**

A good test is a test which is not too easy or vice versa too difficult to students. It should give optional answer that can be chosen by students and not too far by the key answer. According to Brown (2004, p.59), "Very easy items are to build in some affective feelings of 'success' among lower ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students".

It is calculated by the following formula according to Blerkom (2009, p.128):

$$LD = \frac{HG + LG}{N}$$

Legends:

LD = Level of difficulty

HG = Number of higher group' correct answer

LG = Number of lower group' correct answer

Classification of level of difficulty will be classified into the following classification as adapted from Blerkom (2009) as follows:

**Table 3. Level of difficulty**

Difficulty Level Index	Qualification
Minus – 0.29	Revised (R)
0.30 – 0.49	Difficult (D)
0.50 – 0.79	Moderate (M)
0.80 – 1.00	Easy (E)

In determining the number of high group and lower group, the students who took the try out was 36 students, and the number of each high group and lower group was 18 students. The result of level of difficulty shows that there is no item that needed to be revised, 1 item is easy, 12 items are moderate and 17 items are difficult.

**Discriminating power**

The calculation result of discrimination power of a test will separate the highest and the lowest scoring group from the entire sample. To measure discriminating power of

the test, the researcher provides the formula as proposed by Gronlund (1997, p.113).

$$DP = \frac{HG-LG}{\frac{1}{2}N}$$

Legends:

DP = Discriminating Power

HG = High Group

LG = Lower Group

$\frac{1}{2}N$  = Half of the students in higher and lower group

The criteria used to classify the discriminating power are as follows:

**Table 4. Item Qualification of Discriminating Power**

DP	Item Qualification (IQ)
0.00 - 0.19	Revised (R)
0.20 - 0.29	Sufficient (S)
0.30 - 0.39	Good (G)
0.40 – 1.00	Very Good (X)

*Gronlund (1997, p.113)*

As the result of the computation for discriminating power shows that there are 18 items categorized as sufficient, 4 items categorized as good, and 8 items categorized as very good. There is no item that needed to be revised.

## RESULTS AND DISCUSSION

### Results

The researcher analyzed the data to answer the research questions and test the hypothesis. The data was taken from one class that is IX I since this research was categorized as pre-experimental research. The data is calculated to show mean score of pre-test and post-test, significant test of students' score, and effect size analysis from the treatment.

From the data analysis, the researcher found that the mean score of pre-test was 48.49 and it is qualified as Poor while the mean score of post-test was 73.98 and it is qualified as Average to Good. The comparison showed that the mean score of the post-test was higher than the mean score of the pre-test. The difference of the pre-test and post-test is 25.49.

The calculation of t-test is 10.53. So, the t-ratio is 10.53. The degree of freedom (*df*) is 33 which is counted with the formula:  $df = N-1 = 34-1 = 33$ . The t-critical with the significant ( $\alpha$ ) at 0.05 level and *df* 33 is 2.035. It means t-ratio is higher than t-critical (10.53>2.035). It shows that the students' vocabulary mastery significantly improved from pre-test to post-test. The effect size was 1.79 and according to Cohen (2007), the effect size >1.00 was a strong effect size. So, the effectiveness of hot seat game on students' vocabulary mastery was strong.

**Table 5. Summary of Students' Score Analysis**

Mean Score of Pre-test	48.49
Mean Score of Post-test	73.98
Interval Score	25.49
Test Significance	10.53.
Effect Size	1.79

To prove the hypothesis of this research, it is necessary for the researcher to test and analyze the results of the students' significant score achievement. In this research, hypothesis was tested by using t-test (two-tailed). In t-test computation, if  $t_{ratio} < t_{critical}$ , it meant that  $H_0$  was accepted. Instead, if  $t_{ratio} > t_{critical}$ , it meant that  $H_a$  was accepted. The result of t-test shows that the t-ratio is 10.53 and the t-critical with 33 of the degree of freedom is 2.035 at the 0.05 level at 95% confidence interval. Moreover, the t-ratio obtained from the test was higher than the t-critical (10.53 > 2.035). It meant that alternative hypothesis ( $H_a$ ) which was accepted while null hypothesis ( $H_0$ ) was rejected. So, the implementation of Hot seat game affects significantly to students' vocabulary mastery.

### Discussion

Regarding the research findings, the researcher found out that the use of hot seat game gave the contribution toward the students' vocabulary mastery. There were significant different score between pre test and post-test. The mean score of both pre-test and post-test, the researcher found 48.49 for pre-test and 73.98 for post-test. It meant that when researcher applied Hot Seat game, it

affected the students' vocabulary mastery which enriched their vocabulary so made their score better than before the treatment. This finding indicated similar result with the previous research was conducted by Utami (2015) who studied 'the Effectiveness of Hot Seat Game for Teaching Vocabulary'. She found that hot seat game was effective for teaching vocabulary at eighth grade students of SMP Negeri 3 Purwokerto.

In addition, the students showed more enthusiasm and attention to the teacher in learning vocabulary by using this game. This can be seen during the competition, the students who competed to win the game, would try to understand and memorize the verbs which had just been learned at the previous time. Furthermore, they could guess quickly what word was on their forehead and also gave a clue smoothly. According to Elise Wile (as cited in Elnada, 2015, p.9), "Hot Seat game is a vocabulary game that stimulates vocabulary at a rapid rate. Even shy students participate, because everyone gets a turn sitting in the hot seat". Eventhough in the real situation, not all students had the same ability, some students were still shy to utter the vocabulary loudly or even they forgot. It took more time to give a clue or guess a word, as the result they preferred to say "pass". However, this can be solved by asking the students again about the meaning, synonym or antonym of the verbs at the last session of the meeting.

The differences in the students' ability lead to an increase of the students' scores which were not the same. According to Krashen (2009), if a student is at a stage 'i', then acquisition takes place when the student is exposed to 'Comprehensible Input' that belongs to the level of 'i + 1'. Since not all of the students can be at the same level of linguistic competence at the same time. In addition, the students who had a high different score between pre-test and post-test were paying attention to the teacher and playing the Hot Seat game seriously. They had a strong desire to win their team, so they could master the verbs taught more quickly. Meanwhile, the students who had a low

different score between pre-test and post-test were caused by laziness. Meaning that, they did not pay attention to the teacher.

In playing Hot Seat game, students participated actively without realizing that they were actually taking part in learning English. The finding supports what Syarfun (2010, p.76) says, "Game promotes to practice English without making the students aware that they are asked to practice. The situation would not seem to be a threat because it is performed in a relaxed and friendly competition atmosphere." It can be concluded that the students learned without feeling coercion. They were happy under the atmosphere of playing hot seat game which made them enjoyed to learn more vocabulary.

The students made significant progress in mastering the vocabulary. They knew the meaning, synonym, and antonym of the verbs that have been taught. It is proven by the students' achievement of pre-test and post-test is different. Based on the criteria, the score of pre-test was qualified as "Poor". On the other hand, after giving the treatment, the students' score increased. It was qualified as "Average to Good". It shows that there is significant effectiveness in using hot seat game as a new strategy in attempting to increase students' vocabulary.

In this research, the researcher found that there were three factors that might cause and affect the improvement of students' score achievement namely (1) Students were paying attention to the teacher in learning vocabulary by using hot seat game. It was because of interesting game that made them curious. Likewise, Hobbiss (2017) says that attention directly impacts school attainment across the whole spectrum. (2) In the atmosphere of the competition, students tried to win their group so that before the game was started they had prepared themselves with the verbs. In accordance with, Cagility, et al (2015, p.39) says that "Competition in games enhanced learning and motivation of the participants." Also, (3) Students heard the taught vocabulary repeatedly, so that they understood more. It is proven by Gibson

(2016) who says that repetition works well especially for learning vocabulary words in

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Referring to the research findings, it is concluded that Hot Seat game gives the strong effect in teaching vocabulary to the ninth grade students of SMP N 14 Pontianak in academic year 2018/2019. It is proved by the increasing of the students' score. The mean score of post-test (73.98) is better than the mean score of pre-test (48.49). The different score of pre-test and post-test is highly significant. It can be proven by the result of the t-test of 10.53, which higher than t-table 2.035, with the degree of freedom of 33.

### Suggestions

It is recommended for the teacher to use Hot Seat game since this technique helps students to enrich their vocabulary. It was proven by the increase of students' score achievement in this research, but in order to make this technique more effective in teaching learning process, there are some suggestions from the researcher. First, in applying Hot Seat game, the teacher should give rewards to the students in order to attract students to participate more actively in teaching learning process and also help them to increase competitiveness among groups. Actually, this research was conducted in three treatments in close time and the same game but different material, it might be boring for students before all of the treatments were completed, so that to overcome it, the teacher gave the students some rewards. Second, teacher needs to give demonstration of how to play the game to the students to avoid them from getting confused. In this research specifically given for one meeting to discuss about hot seat game and how to play it, it made the treatments run smoothly. Third, before starting the hot seat game, it would be better for the students to be taught how to pronounce the vocabulary with gestures. This will help the students to give clues easily during playing the game. Fourth, the teachers

native or foreign languages

should manage time and classroom effectively in order to create a nice and enjoyable atmosphere during the teaching and learning process in classroom. Actually, in the first treatment of this research, the teacher gave 2 minutes for one group in playing Hot Seat game, unfortunately only some members that got taking turn to sit on a chair, this is because of the large class. In this case, the teacher changed the time to be 5 minutes for each group. It made all of the members of the group could take turn to sit on the chair and guess the verb. The last, the other researchers may conduct further research on the use of Hot Seat game in teaching other kind of vocabulary beside verbs and also may apply Hot Seat game by using other media like pictures that show about the vocabulary.

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